Monarch Center for Autism: Positive Parenting Strategies for Difficult Behaviors
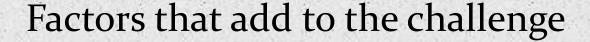
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What is a behavior?

O Anything you can see, observe, measure
- O Smiling
- O Eating
- O Reading
- O Writing
- O Running
- O Talking
- O Playing
- O Doing homework
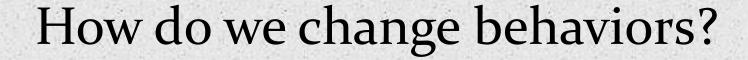
What are "difficult" behaviors?

O Behaviors that are not responsive to traditional instruction or teaching/parenting strategies
- O Reminders do not work
- O Loss of privileges ineffective
- O Explaining why it is wrong doesn't change the behavior
- O Scolding and time out ineffective
- O Redirection does not work
- O Praising alternative behaviors has little to no impact

O The outcome of the behavior is severe: property destruction, hurting self or others, rude behavior

O The behavior inhibits learning and social interaction

Factors that add to the challenge

O Communication; it can be difficult to explain the consequences

- O Difficult to reason

O Connection between the consequence and the behavior

- O Is the connection being made?

A few factors we need to know first:

O What is reinforcing the behavior?

    O Social attention, escape from social attention or demands, sensory input, access to tangible items, automatic (internal) reinforcement, escape from pain or discomfort

O Remember: The same behavior can occur to produce different consequences

O We should *always* know what motivates our children

    O And which of those things we have control over!

How do we change behaviors?

The ABC's

O Antecedent-what happens before the behavior occurs

O Behavior—what the child does/says

O Consequence—what happens after the behavior

We can change behaviors by changing what happens before and what happens after.

How do we know?

O Actively observe the student/child

O Take notes!

    O ABC data

O What commonly happens before the behavior?

O What commonly happens after the behavior?

O How do people respond?

O In what settings does the behavior usually happen? With whom?

O What has the rest of the day been like?

O Consider conducting a Functional Behavior Assessment (FBA) and developing a Behavioral Intervention Plan (BIP)
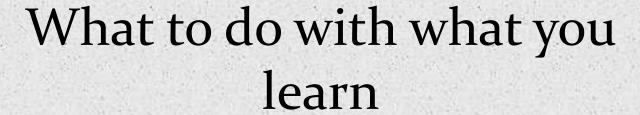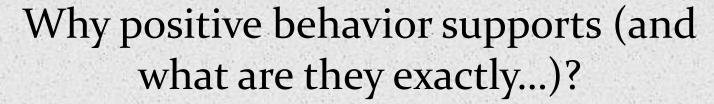
Sample ABC data sheet

Date/time/person	Setting	Antecedent	Behavior	Consequence	Child's response

What else to consider

O Mood

O Preferences

O Sensory needs

O Communication abilities

O Physical health

O Stress

What to do with what you learn

O Look for common factors and consistencies

O Assess what you can control

    O Environmental factors

    O Reinforcement

    O Schedules

O Consider the alternatives (how could the child behave differently?)

O Make a plan using positive behavior supports

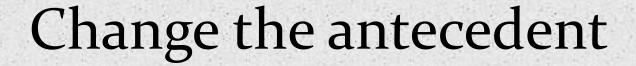# Why positive behavior supports (and what are they exactly...)?

O **Positive reinforcement**
  O Provide stimulus after a behavior to increase the rate of that behavior (Student is working well, so you let them listen to music while they do the last page).
O **Negative reinforcement**
  O Take away a stimulus after a behavior to increase the rate of that behavior (Student is working well, so you tell them they can skip the last page).
O **Proactive strategies**
  O Visual supports (to organize, communicate, instruct)
  O Schedules
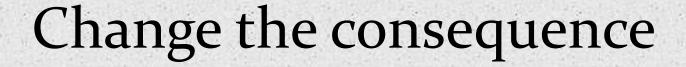 O Environmental changes

Types of strategies:

O Change the environment

O Change the antecedent

O Change the consequence

    O Controlled consequences

    O Natural consequences

O Manipulate the reinforcement
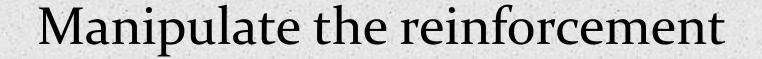
O Teach a replacement behavior

Change the environment

O Overstimulation—reduce it

- O Sights, sounds, crowd

O Lack of structure—add it

- O Schedule, tasks, routines

O Make it more fun

O Same person involved—try removing that person to see if it makes a difference
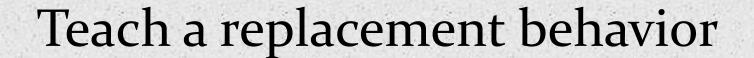
- O Then teach tolerance

Change the antecedent

O Change statements to questions

O Change questions to statements

O Make it visual

O Make it concrete

O Offer more choices

O Avoid trigger phrase

   O Then teach tolerance

Change the consequence

O Remove reinforcement for the challenging behavior

O Provide an alternate consequence that may deter the behavior

    O Loss of privilege

    O Removal from preferred environment

    O Additional responsibilities

Manipulate the reinforcement

O A consequence is only reinforcing if it increases the rate of the behavior

O Reinforcement is personal! It's different for everyone.

O Reinforcement needs to be:
  - O contingent upon behaviors
  - O Immediate
  - O Avoid satiation
  - O Dense enough to make a difference

Teach a replacement behavior

O What should the child do instead?

O Is it a skill they already have?

O How can you teach it?

O How will you reinforce it?

   O This reinforcement needs to mirror what they were getting for the challenging behavior, plus be even better!

Let's practice...

O Identify the behavior

O Hypothesize the function

O List the other factors that may impact this behavior

O Define an acceptable replacement behavior

O What antecedents can you change?

O What consequences can you change?

O How can you teach the replacement behavior?

O Determine reinforcement for the student/child

FBA's

O Conducted by the Behavior Specialist (Board Certified Behavior Analyst, Psychologist or equivalent)

O Assessment:

- O Educational, behavioral, and medical history
- O Interview parents/caregivers
- O Systematic observation (time sampling, ABC)
- O Functional Assessment Screen Tool (FAST)
- O ABC data
- O Establish a baseline

O Analyze the above information to determine the function of the behavior and treatment options

BIP

O The treatment selected based on the FBA
O BIP written by behavior specialist
O Should include:
  O Proactive strategies to prevent the behavior
  O Reactive strategies for if the behavior occurs
  O A replacement behavior with a plan to teach it
  O Reinforcement schedule for the replacement behavior
  O Data collection methods for monitoring success
O Training should be conducted for those implementing the BIP

Monitoring the BIP

O Data should be reviewed weekly or bi-weekly by the behavior specialist

  O Charts and graphs

O Observations should be conducted to evaluate implementation of the plan

O Adjustments should be made if behavior increases or does not change

  O 4-6 weeks
  O All changes should be documented

More on Visual Supports

O Visuals for Instruction (VIM)
- O Social Stories
- O Video Modeling
- O Static images, examples, visual presentation of information

O Visuals for Organization (VOM)
- O Schedules, timers
- O Visual structural supports

O Visuals for Expression (VEM)
- O Topic boards
- O Communication devices
- O Icons for communication (PECS)

O Monarch Model Visual Supports
(http://www.monarchcenterforautism.org/about-us/visual-supports-dp1)

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